

Graduate Council
March 4, 2016 ~ 3:00-4:30 PM
128 Kidder Hall
Agenda

Guests: Jennifer Bachman, Sue Helback

Clinical Elementary Education Option – Kok-mun Ng and Jennifer Bachman

- New Graduate Option – Clinically based Elementary (see [Clinical Elem Ed.pdf](#))
- Add on options to a list of existing options. Needs approval due to time sensitive nature of collaborators. Been collaborating with school district.
- Jennifer – background – offered part time program with Beaverton School District (BSD) to increase diversity of teaching candidates, expand OSU in the greater Portland area; develop and implement new online program; amazing opportunity to collaborate with a school district. Embedded teaching education program in school district; previously had a program with them; gives students more time in the classroom. Teacher licensure requires 600 hours in the classroom/practicum. This is a unique model because the school district will pay stipends to students.
- This is a new option that is lightly based on a prior option that was terminated.
- Q: What does 'Clinical' mean? A: The students are much more embedded in the school district.
- Q: What is the downside? A: Off-campus program are sometimes more challenging, but there is a coordinator in Corvallis and in the Beaverton School District who will handle the administrative side of the program.
- BSD has a say in which students participate in the program. This is aimed at working professionals who are already in the classroom, but are not yet licensed teachers.
- Q: Will faculty be part of the admissions process, or just the program coordinators? A Graduate Council member would like to see a review process that is equivalent to other graduate degrees. A: Jennifer stated that potential students must meet admissions criteria for both OSU and BSD.
- Regarding the increasing diversity aspect, the stipend will help those with lower incomes. This is also somewhat aimed at students who are from the Beaverton area.

Graduate Council Discussion:

Stephanie moved to approve the Clinical Elementary Education Option proposal; motion seconded with no dissenting votes.

Email vote on policy to allow alternative final exam proposals for non-thesis master's degree
Motion passed unanimously via email. EC will forward to FS for discussion; Jim will hold a forum related to all of the policies; FS will vote in April on the policies.

Civil and Construction Engineering Graduate Program Review – Jim Coakley

- Report (see [CCE Report.pdf](#))
- Action Plan (see [CCE Resp.pdf](#))
- Jim – CCE hired three new faculty, have met all but two of the recommended actions. There is no action plan. Q: Overall impression? A: On track. Hired new grad coord, and 3 grad faculty, created a recruiting book that could morph into a handbook; working on improving and expanding topic specific seminar series. Review recommendation was to maintain. Attempting to recruit more diversified students.

Action: Kok-mun moved to accept the Action Plan; motion seconded and passed with no dissenting votes.

New MBA Options in Innovation Management and Supply Chain Logistics – Jim Coakley

- Graduate Master's Program Assessment Plan (*see MBA Assess.xlsx*)
- Innovation Management – MBA Option (*see IM MBA.docx*)
- Innovation Management – CPS (*see IM CPS.pdf*)
- Supply Chain and Logistics Management Option - MBA (*see SCLM MBA.docx*)
- Supply Chain and Logistics Management – CPS (*see SCLM CPS.pdf*)
- Jim noted that Supply Chain will not be offered and will be canceled.
- The existing Commercialization option is proposed to be renamed to Innovation Management. This option is moving to an online delivery. No courses will change

Action: Kok-mun moved to approve the name change from Commercialization to Innovation Management; motion seconded and passed with no dissenting votes.

Epigeum Mentoring Module

- Dorthe is not available, but if there is time, perhaps a discussion based on her document provided at our most recent meeting could begin.
 - Epigeum Implementation Plan 1 (*see Epigeum.docx*)
- Should this be required of all faculty?
 - It's reasonable to expect a new faculty member to complete module within a specified amount of time to graduate status. Existing faculty should be required to also participate.
 - Some felt that faculty should be required to complete the module.
 - May be helpful to have Tory Byington to share some of the cases she sees, i.e., inappropriate relationships between faculty and students.
- Does feedback go to faculty member? In a particular case, the Graduate School dean and associate deans will discuss a situation and determine how to handle the case. In most cases they try to talk with the faculty, but sometimes students ask that the faculty member not be contacted for fear of retaliation – they don't go against the student's wishes.
- Are there different needs for MS and PhD students?
- There are multiple areas
- Begin rolling out to new faculty and graduate program coordinator first, then those approved to supervise at the highest level, then those who sit on committees, etc.
- Perhaps within a year, programs must provide proof that graduate faculty have completed the modules.
- For those not supervising a thesis, would those faculty take fewer modules?
- Are these flash videos? Flash videos should not be used.
- Jennifer – regarding student success, there may be various levels that faculty would be required to complete.
- Asked that Dorthe provide access and send levels of graduate access to determine whether all faculty must complete all modules.
- Graduate faculty reappointments are indefinite.

5-year review graduate faculty review

- What does the review consist of? What are the consequences? Is there remediation? Who replaces them on committees?
- The GC has responsibility determining graduate faculty.
- There are two issues: need to separate the 10-hour training and the graduate faculty status.
- Will this apply to faculty at OHSU? Yes
- Jennifer – discussed Brenda's suggestion of
- COB MBA Assessment Plan AY13-14 (*COB MBA Assess.xlsx*)

Lisa Price is reviewing 411/511 Methods and Practice EAH –

- The course is being put forward as a 400-level course and approved in two different Bacc Core Categories in WIC and STS; listed as foundation course in their new master's program. Juniors can take the course.
- Were there additional outcomes? She didn't find it significant, but was willing review the proposal specifically for outcomes. The grading rubric is generic for all. The graduate student requirements haven't been thought through well. Grad students will be expected to assist lower division student assignments – this is not acceptable. No explicit grad level outcomes. Difference should be more than 5 additional pages – that doesn't make it a graduate course. If it's foundational, it should be a separate graduate course.
- It has to be a WIC course in their major.
- The graduate learning outcomes are not compelling.
- If it's 'Methods and Practice', it needs to consist of more than a paper.
- Learning outcomes must reflect both 400 and 500 level outcomes.

Action: Lisa will take suggestions and respond to the proposer